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ABSTRACT

This collection of lessons about the geography, languages, and social issues of several Latin American countries is intended for use with students in grades 6-12. The collection contains five lesson plans: (1) "Cold in the Tropics?" (Marilyn Kesler); (2) "Going beyond the Map: Comparing Geographic Characteristics and Related Social Issues in Haiti, Bolivia, and Honduras" (Dolores Wilkes Wiloughby); (3) "Atakachau, Hola, Bon Jour, Hello! Languages of Latin America" (Patricia M. Anduss) (includes Handout 1: Language Comparison Chart; Handout 2: Language in Latin America; and Handout 3: Language Regions of Latin America); (4) "My World, Your World: Understanding Basic Economic Activities" (Bob Ehrle) (includes Handout 1: Map of World; Handout 2: My World Your World Chart; and Handout 3: Questions for Graphs); and (5) "The Effects of Hurricane Mitch in Honduras" (Glenda Sullivan). Four maps are attached. Each lesson in the collection identifies appropriate disciplines; provides an introduction or purpose/rationale; suggests time allotment; cites resources needed; gives detailed classroom procedures for the teacher, including assessment activities and extension and enrichment activities; and offers a teacher resource list. (BT)

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World Neighbors

Latin America Curriculum

SO 034 491

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World Neighbors'

Latin America Curriculum

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Cold in the Tropics?
Prepared by Marilyn Kesler

Oklahoma Curriculum Skills (PASS):

World Geography (grades 6-12)

- I.B Identify various biomes (the community of plants and animals that live in a particular climate) of the world.
- I.C. Determine the major weather phenomena of the world and the effect of latitude, elevation, prevailing wind and proximity to bodies of water on climate.
- III.C. Compare and contrast the ways of living in developed and developing countries relative to economic, political and technological systems.
- V.A. Identify and draw conclusions from different kinds of maps, charts, graphs or pictorial materials based on geographical data.
- VI. Read and interpret geographic information, using a variety of sources, and evaluate different solutions to geographic problems.

INTRODUCTION – PURPOSE/RATIONALE

Formulated from the *National Geography Standards*

Essential Elements: Environment and Society

Students will be able to:

1. Show how human actions change the physical environment (Standard 14).
2. Identify and describe the land use patterns of Haiti, Honduras, and Bolivia (Standard 15).
3. Come to conclusions about environmental problems and suggest and explain potential solutions (Standard 16).

TIME ALLOTMENT – Three to seven days, some homework included.

RESOURCES NEEDED:

Any resource material available to the student: World Neighbors articles, encyclopedia, atlases, almanacs, National Geographic magazines, Internet
White drawing paper
Colored pencils

PROCEDURES:

Formulated from the *Five Themes of Geography*

LOCATION:

1. On a map of the Western Hemisphere, have students draw in the equator, tropic of Cancer and tropic of Capricorn, Arctic Circle and Antarctic Circle. Draw in at least three longitude lines.
2. Have students label and/or draw in Haiti, Honduras, and Bolivia.
3. Have students identify which climate region dominates this area.
4. Based on the correct tropical region answer, have students describe what they think the weather, climate, and vegetation might be like.

PLACE:

1. After a brief discussion on the three main climate regions (tropical, temperate, and polar), ask students to examine maps of the Western Hemisphere concerning climate, precipitation, vegetation, and physical features.
2. Ask students which one of the three countries may have a completely different climate.
3. Discuss what factors make this country so different and factors making the other two countries similar.

HUMAN/ENVIRONMENTAL INTERACTION:

1. Have students look at physical maps to determine where elevation is a major factor in land use.
2. Explain what effect the physical environment has on people living there.
3. Locate on thematic maps of Haiti, Honduras, and Bolivia the major economic activities in terms of land use. Color in the major agricultural regions, listing the different types (i.e., make a legend).
4. All countries are mountainous. Make a list on the board or overhead of similarities and differences of the areas for students to copy into a notebook.
5. Students should draw a vertical climate zone diagram showing what crops grow best and which are best raised at certain elevations. Include elevation height and temperature at that level. Use white paper and colored pencils.
6. Discuss how the slash and burn practice in Honduras is harmful to the environment and the land use economy.
7. Illustrate problems with news videos, newspaper clippings, or slides if possible.

8. Summarize with students the influence of latitude, elevation, proximity to water, and weather patterns on land use. Have students draw conclusions and write a paragraph or paragraphs on these concepts

MOVEMENT:

1. Research how crops are brought to market in these countries and to which countries these crops are sent, also learning methods of transportation used.

REGION:

1. Review the concept of region. Using a world map, have students find other countries in the same latitude zone. Describe how these countries are similar to and different from Haiti, Honduras, and Bolivia.

ASSESSMENT:

1. Review influences on climate. Have students choose a country within the same latitudes as one of the three Latin-American countries and develop a Venn diagram.
   *How are problems different?
   *How are problems similar?
2. Write a conclusive paragraph based on the Venn diagram.
3. Quiz students over notes taken during discussion.

EXTENSION AND ENRICHMENT:

1. Locate on the world physical map examples of orographic effect (windward and leeward sides of the mountains). Discuss how this affects land use patterns.
2. Discuss the problems associated with subsistence versus commercial farming.
3. Students may make a diorama of the vertical climate zones. Pictures of crops and animals may be used with the illustration. Large shoeboxes are good for this.
4. Research further the "vertical trade" of the Andes Mountains. Village farmers from different elevations meet to trade. What foods are they going to sell and buy?

TEACHER RESOURCE LIST:

1. Change, Solange Anjel, "Working Women, Leading by Example," Neighbors, Spring 1997, pp 4-8.
2. Petit, Jethro, "Barlola and the Bean Stalk, Saving the Parks and People," Neighbors, Fall 1997, pp. 6-9.

3. Petit, Jethro, "Paulini's Farm," Meogjbprs, Fall1997, pp. 8-13.
4. Petit, Jethro, "A Region Under Siege," Neighbors, Summer1997, pp.7 and 9.
5. World Neighbors Web Site – http://www.wn.org

Going Beyond the Map

Comparing Geographic Characteristics and Related Social Issues In Haiti, Bolivia, and Honduras

Prepared by Dolores Wilkes Willoughby

Oklahoma Curriculum Skills (PASS):

Civics (grades 6-8)

IIIB. Evaluate the impact of government on the lives of citizens and how they can effect change in government.

World Geography (grades 6-8)

IIIB. Analyze demographic and cultural characteristics of the major regions.

IIIC. Compare and contrast the ways of living in developed and developing countries relative to economic, political, and technological systems.

VA. Identify and draw conclusions from different kinds of maps, charts, graphs, or pictorial materials based on geographical data.

VI. Read and interpret geographic information, using a variety of sources, and evaluate different solutions to geographic problems.

World Cultures (grades 6-8)

II. Identify current world problems, their historical antecedents, and suggest possible solutions and consequences.

Introduction – Purpose/Rationale:

This lesson introduces students to geographic information relating to the statistics and interactions of physical and human systems in the Latin American countries of Haiti, Bolivia, and Honduras. Student will use that information to prepare graphs, maps, and skits comparing the three countries. Student will each then research and develop their own points of view concerning one social, economic, political, and/or environmental issue and write a report on the subject, including a possible solution that could be implemented for positive change in the future.

Objectives:

Formulated from *The National Geography Standards*
Essential Elements: The World in Spatial Terms, Physical Systems, Human Systems, Environment and Society, Uses of Geography

Students will be able to:

1. Use data and a variety of symbols and colors to create thematic maps and graphs of various aspects of the three Latin-American countries (Standard 1),
2. Choose the most appropriate maps and graphics in an atlas to answer specific questions about geographic issues (Standard 1).
3. Explain how specific populations within ecosystems respond to environmental stress (Standard 8).
4. Describe differences in the rate of population growth in developing countries, using such concepts as rates of natural increase, crude birth and death rates, and infant mortality (Standard 9).
5. Explain changes that occur in the structure (age and gender) of a population as it moves through the different stages of the demographic transition (Standard 9).
6. Use population pyramids to depict the population structure of the different societies (Standard 9).
7. Create population pyramids for different countries and organize them into groups based on similarities of age characteristics and/or gender (Standard 9).
8. Demonstrate an understanding of demographic concepts such as birth rate, death rate, population growth rate, life expectancy, and average family size and explain how population characteristics differ from country to country (Standard 9).
9. Collect information on ways in which people adapt to living in different physical environments, and then write vignettes summarizing how the physical environment affects life in each region being studied (Standard 15).
10. Prepare a series of graphs and maps on such factors as levels of infant mortality and rural poverty and the availability of hospitals and medical facilities, and then describe differences in rural and urban access to health care, water, and sanitation facilities (Standard 18).
11. Write a skit for two people with different points of view on the same geographic issue (Standard 18).
12. Do research on both the student's own point of view and other people's perceptions of a controversial social, political, or environmental issue that has a geographic dimension. Write a

report on that subject which includes an informed judgment as to what solution should be implemented (Standard 18).

Time Allotment: One to two weeks

Resources Needed:

Any resource materials available to the students including atlases, almanacs, books, encyclopedia, Internet, World Neighbors articles, National Geographic magazine, newspapers, maps, and posters

Procedures:

Formulated from the *Five Themes of Geography*

LOCATION:

1. On a world map, have students locate the Latin-American countries of Haiti, Bolivia, and Honduras.
2. Using individual outline maps of Latin America, have students locate and label the three countries being studied.

PLACE:

1. The class should locate, discuss, and label major bodies of water, mountains, rain forests, and any other outstanding physical features of the countries.
2. Students will next begin to compare and contrast the physical characteristics of the three countries, making notes in individual student journals. The journals will be used throughout the project to keep research notes, issues, questions, concerns, etc.

HUMAN/ENVIRONMENTAL INTERACTION:

1. As students compare the countries, they should begin to identify and make notes concerning geographic characteristics which would influence population, economic activity, resources (or lack of), and possible difficulties in accessing health care, water, sanitation facilities, and modern technology.
2. Students should begin to collect information on ways in which people have adapted to living in the different physical environments being studied and summarize how their environment has affected demographic factors including birth rate, infant mortality, life expectancy, and population growth rate.

3. Using atlases, almanacs, and other resources, students can now begin organizing and storing the demographic information into computerized databases which will then be transferred into various visual graphics, including population pyramids, bar graphs, pictorial graphs, and thematic maps to appropriately illustrate geographic information and compare the regions and the three countries.

MOVEMENT:

1. Discuss the ways in which the physical characteristics of the three countries have contributed to trading practices, transportation, cultural exchanges, and ethnic migrations.
2. Have students research the migration patterns in each of the countries and compare them, discussing their ideas for why those patterns have developed.

REGION:

1. Map the regions within each of the three countries studied, using colors to show the areas and labeling them.
2. Devise population maps, also using colors, to illustrate population densities by region.

ASSESMENT:

1. Students should pair up to write and (as time permits) perform a short skit for two people with different points of view on the same geographic issue from one of the three countries studied (it could also be an issue that is common to all of the countries).

2. Students should now be prepared to use the information that has been researched, summarized, graphed, etc., to decide upon a controversial social, political, or environmental issue from one of the countries or regions studied and write an in-depth report on that issue.

3. As an extension to the above, each student should now have the background to do one or more of the following with the issue chosen:
   a. present a solution to the problem
   b. meet a need presented by the issue
   c. alleviate human suffering caused by the problem
   d. facilitate a change that would be beneficial

   Any of the above should be <u>workable</u> solutions that could be implemented.

EXTENSION AND ENRICHMENT:

Research the impact of the present and recent past political structures on the economic, educational, and social status of each of the three countries being studied. In the student's point of view, has the political leadership been a positive or a negative influence on the country, and why?

Atakachau, Hola, Bon Jour, Hello!

Languages of Latin America

Prepared By Patricia M. Anduss

Oklahoma Curriculum Skills (PASS):

World Geography (grades 6-8)

III.B. Analyze demographic and cultural characteristics of the major regions.
IV.C. Recognize ethnic diversity within political units and major cultural regions.
V.A. Identify and draw conclusions from different kinds of maps, charts, graphs or pictorial materials based on geographic data.
VI. Read and interpret geographic information, using a variety of sources, and evaluate different solutions to geographic problems.

Subjects: Geography, Global Studies, Spanish

Introduction - Purpose/Rationale:

In this lesson students will look at the languages and literacy of Bolivia, Haiti, and Honduras. Students will use a variety of resources and skills.

Objectives:

Formulated from *The National Geography Standards*

Essential Elements: Places and Regions, and Human Systems

The students will be able to:

1. Map linguistic regions of Latin America. (Standards 4 and 10)
2. Identify colonization patterns in Latin America. (Standard 12)
3. Understand the advantages of literacy (Standard 13)

Time Allotment: 2 to 3 class periods

Resources needed:

- Any resource materials available for the student: atlases, almanacs, Internet, World Neighbors articles, etc.,
- A copy of The Language Comparison Chart (Handout 1) for each student.
- A copy of Language in Latin America (Handout 2) for each student.

- A copy of the Language Regions of Latin America map (Handout 3) for each student.
- Colored pencils or markers

Procedures:

1. (Introduction)
   - Greet students with "Atakachau, Hola, Bon Jour, Hello!"
   - Have students brainstorm the identity of these languages and the region of the world that would include them all. (answers: Quechua, Spanish, French, English; Latin America)
   - Poll students to find out who speaks another language or knows someone who does.
   - Write languages on the board.
   - Discuss how these other languages were learned.

2. Have students complete The Language Comparison Chart (Handout 1) using almanacs and other reference materials. Use languages written on the board as examples of secondary languages in the USA. Discuss results.

3. Using the information from The Language Comparison Chart (Handout 1) students are to answer the questions on Handout 2. This may be done as a class discussion or in written form.

4. After discussing the issues raised on Handout 2, instruct students to map the language regions of Latin America on Handout 3. Instructions are on the map, but students may need to be reminded to fill in the map key. Discuss the two questions on Handout 3 after allowing time for students to formulate answers.

Assessment:

1. Compare and contrast the different levels of prosperity in the USA and either Bolivia, or Haiti, or Honduras.

   - What conclusions can be drawn?
   - What is the relationship between prosperity and literacy?
   - How is the students way of life effected by their nation's prosperity?

2. Develop a poster illustrating the nations' literacy, language, and prosperity.

Name _____

Handout 1
Language Comparison Chart
Bolivia, Haiti, Honduras

Country	Languages	Literacy Rate		
		Total	Male	Female
Bolivia				
Haiti				
Honduras				
USA	No official language English predominates Other languages include _____ and _____			

Name _____

Handout 2
Language in Latin America

Define the following terms:

common language

official language

Creole

GDP per capita

literacy rate

1. Give some advantages of having an official language.

2. What are some of the problems that a person who does not speak the official language might encounter?

3. Many poor families in Latin America cannot afford to send all of their children to school. What information from the chart supports this statement?

4 Of the four countries on our chart, the USA has the highest GDP per capita. The other GDPs per capita are as follows: Bolivia - $2,530; Honduras - $1,980; Haiti - $1,000. GDP per capita appears to have a correlation with which other statistic from the chart? Explain how these two categories might affect each other.

Name _____

Handout 3
Language Regions of Latin America

Instructions

1. Obtain a map of Latin America.

2. Label Bolivia, Haiti, and Honduras. Color accordingly, using information from your chart.

3. Color the following areas accordingly.

   Brazil.....Portuguese

   French Guinea....French

   Belize, Guyana...English
   & Jamaica

   Aruba, Bonaire,...Dutch
   & Curacao

4. Spanish is spoken in the remaining countries of Central and South America. It is also the language of Mexico, Cuba, Puerto Rico, and the Dominican Repub. Color accordingly.

   Why are there several European languages spoken in Latin America?

   Given that French and English are the primary languages in the Lesser Antilles, describe the relative location of the areas that do <u>not</u> speak Spanish or Portuguese.

My World, Your World

Understanding Basic Economic Activities
Prepared by Bob Ehrle

Oklahoma Curriculum Skills (PASS):

Economics (grades 9-12)

II. Describe the results of economic choices using economic situations involved in everyday life and illustrate a citizen's role in society as both a producer and consumer.
IV. escribe major features of the modified market economy.

World Geography (grades 6-8)

III.C. Compare and contrast the ways of living in developed and developing countries relative to economic, political, and technological systems.
IV.A. Identify the major natural resources that support industrial societies and describe their world distribution, international trade patterns, and future availability.
V.A. Identify and draw conclusions from different kinds of maps, charts, graphs, or pictorial materials based on geographical data.
VI. Read and interpret geographic information, using a variety of sources, and evaluate different solutions to geographic problems.

Introduction - Purpose/Rationale:

Students will discover the theories of import, export, and national economy and how these ideas and policies impact regional, global, and local environments.

Objectives:

Formulated from the *National Geography Standards*

Essential Elements: Human Systems, Environment and Society.

Students will be able to:

1. Research for information related to import, export, and national economy (Standard 11).

2. Develop charts showing the relationship of these economic factors in regional and global situations (Standard 12).
3. Draw conclusions regarding effects of national policies on local economies (Standard 16).

Time Allotment: This lesson is designed for two class periods or one block period.

Resources Needed:

*Paper and pencil
*World almanacs (Either a class set or fewer if students work cooperatively)
*World Factbook
*Colored pencils/markers
*Handouts 1, 2, and 3

Procedures:

Formulated around the *Five Themes of Geography*

1. Ask students to pair off and read the clothing labels found on each other's shirts.
2. Have students call out the countries they have found on the labels and write that information on the board or overhead.
3. Distribute a blank world map (Handout #1) to all students and have them mark each country written on the board or overhead.
4. Distribute a chart (handout #2) and an almanac and World Neighbors Fact Sheet to each student (or group if being done cooperatively).
5. Have students use the resource material to complete the charts in Handout #2.
6. Once students have finished Handout #2, have them mark on their world maps the trading partners of each country (they should use colored pencils/markers to make the lines from country to country).

Assessment:

Distribute Handout #3 and have students answer the questions. Questions can be graded by teacher or as a group.

Extension and Enrichment:

Have students pick a category of household goods (food, clothing, electronics, etc.) and create a graph showing the number of items that came from which states or foreign countries.

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World Neighbors in the Classroom
My World, Your World
Latin America
Handout #2

Using the almanac or World Neighbors Fact sheets complete the charts below by filling in the mission information.

Imports

Country	Food	Raw Materials	Finished Products	Leading Trade Partners
United States	fruit/vegetable			
Bolivia				
Haiti				
Honduras				United States

Exports

Country	Food	Raw Materials	Finished Products	Leading Trade Partners
United States				Canada
Bolivia				
Haiti				
Honduras				

Economic Indicators

Country	GNP/GDP	Per Capita Income	Literacy Rate	Nation's Main Occupation
United States			97%	
Bolivia				
Haiti				
Honduras				

World Neighbors in the Classroom
My World, Your World
Handout #3

In the space provided, answer the following questions:

1. Looking at the world map, make a graph showing the number of shirts in your class by continent of production.

2. Based on the information on the import chart, what is the most imported a. finished product and b.) raw material?
   a)

   b)

3. What correlation is there between per capita income and a nation's main occupation?

4. What geographic explanation could be given as to why the U.S. is the leading trading partner of Bolivia, Haiti, and Honduras?

5. Explain why the United States has only 2.5% of its work force employed in agriculture and yet still exports food.

The Effects of Hurricane Mitch in Honduras

By Glenda Sullivan

Oklahoma Curriculum Skills (PASS)

World Geography (grades 6-12)

I.B. Identify various biomes (the community of plants and animals that live in a particular climate) of the world.

I.C. Determine the major weather phenomena of the world and the effect of latitude, elevation, prevailing wind and proximity to bodies of water on climate.

III. C. Compare and contrast the ways of living in developed and developing countries relative to economic, political and technological systems.

V.A. Identify and draw conclusions from different kinds of maps, charts, graphs or pictorial materials based on geographical data.

V.I. Read and interpret geographic information, using a variety of sources, and evaluate different solutions to geographic problems.

Objectives

Formulated from the *National Geography Standards*

Essential Elements: Physical Systems, Environment and Society, and Uses of Geography

The students will

1. Identify the Rio Platano Biosphere Reserve in northern Honduras as one of the last remaining tracts of humid tropical forest in Central America (Standard 6).
2. Realize that human actions to modify the physical environment resulted in vast deforestation in Honduras which multiplied the devastating effects of Hurricane Mitch (Standard 14).
3. Understand how hurricanes as an element of physical systems affect human systems (Standard 15).
4. Endeavor to find possible solutions to the problems created by the interaction of the environment and the people of Honduras (Standard 18).

Time Allotment: Three to five days

Materials Needed

- World Neighbors Quarterly Report, Winter 1999, "Special Report: After Hurricane Mitch" and other World Neighbors articles, Newsweek Magazine, "Fields of Death", November 16, 1998, newspaper clippings on Hurricane Mitch, Internet, atlases, almanacs, ocean currents diagram, tectonic plates diagram, outline maps of Honduras, and blank world outline maps.
- National profile exercise sheets.
- Writing paper, white construction paper and colored pencils.

Procedure

Formulated from the Five Themes of Geography

LOCATION

1. Using an atlas or large wall map, have students locate Honduras and the neighboring countries in Central America.
2. Ask students to find the latitude and longitude ranges of Honduras to determine its tropical location in the western hemisphere.
3. Make copies of the outline map of Honduras for each student. Referring to an atlas, have the students draw and label the latitude and longitude range lines on their maps.
4. Using the web map the path of Hurricane Mitch.
5. Have the students discuss where the most heavily damaged areas are located.
6. Locate Guanaja Island and Roatan Island in the Bay Island Archipelago.

PLACE

1. Use climate maps from the internet to discuss the climate region for Honduras.
2. Show slides of the lush tropical vegetation. Note the mountainous landform in the background and talk about how mountainous Honduras is.
3. Divide the class into two groups. Using almanacs, have one group complete a national profile of Honduras while the other group works on a national profile for the United States.
4. Ask the class to compare and contrast the life styles in Honduras and in the United States using these statistics.
5. Show World Neighbors five minutes segment of the video "Snapshots of Honduras" or show pictures of Honduras before Hurricane Mitch.

6. After viewing the video, conduct a class discussion to include the following:
   - Honduras is the original Banana Republic; slightly larger than Tennessee.
   - It has taken 50 years to destroy 2/3 of Central American rain forests.
   - The Rio Platano Biosphere Reserve in northern Honduras is one of the last remaining tracts of tropical forests in Central America.
   - Average Honduran farm is 5 acres; average American farm is 471 acres.
   - 1 in 5 children work to help support the family in Honduras.
   - Less than 1/3 finish sixth grade.(Many leave to work full time.)
   - A motorbike costs $5000; burros cost far less and carry more.

HUMAN/ENVIRONMENT INTERACTION

1. Have students read World Neighbors Quarterly Report, winter 1999, Special Report: "After Hurricane Mitch" and World Neighbors Field Reports and Updates on Honduras. (This can be done as a homework reading assignment.)
2. Show a slide or picture of a Honduran landscape after slash and burn practices resulted in deforestation of the area.
3. Ask how slash and burn practices such as this magnified the effects of Hurricane Mitch.
4. Display an overhead transparency or picture showing an example of soil conservation, such as contour farming and terracing. Discuss how World Neighbors has worked in Honduras for 18 years directing programs that teach people soil conservation practices to better use the land they already live on.
5. Ask students what they learned about the damage to the farms where soil conservation practices had been in effect before Hurricane Mitch hit.
6. Ask what the damage was on farms where no soil conservation methods had been used.
7. "I am not homeless," said one Honduran farmer. I am landless. I cannot build on the same land?" What did he mean by this statement?
8. Ask students what the farmer was referring to when he said, "I have lost one-half of what I own."
9. The few forested areas such as the Rio Platanco Biosphere Reserve sustained less damage. Ask students to explain why this would be true.
10. Discuss the condition of the infrastructure after the hurricane. Show a slide of the conditions of the bridges even before Hurricane Mitch so students can see how old and unstable the bridges

already were. To clarify what infrastructure means, show slides or pictures depicting examples of infrastructure systems in Honduras.

11. Ask students if most of the damage came from the 180 miles per hour winds or from 50 inches of rain in a week's time period.
12. This disaster, which left 6,000 dead, 8,000 missing, and 12,000 injured is termed the worst we've seen in this hemisphere, although a 1976 earthquake in Guatemala killed 23,000 people. Ask students to stipulate why Hurricane Mitch is being considered a worst disaster. (It was so widespread that 1.9 million people were affected.)
13. 90% of crops were destroyed. Ask students what the main crops were?
14. Ask students what health problems were caused by Hurricane Mitch.
15. As a class list all the problems Hondurans are now facing.
16. Discuss what World Neighbors is doing to help Hondurans conquer these problems.

MOVEMENT

1. From where did the farmers living in the northern part of Honduras migrate and why did they keep moving from one farm to another?
2. Show students the newspaper article "Mitch Victim Survives Days in Sea." The victim's home was near the mouth of the Aguan River. After six days, she was found floating on a makeshift raft in the Caribbean Sea 75 miles from home. Place a transparency of an ocean currents map on the overhead and ask students to surmise which direction the current had taken this lady. (She was found 25 miles north of Guanaja Island.)
3. With more than 170 bridges washed away and hundreds of miles of roadways destroyed, how are people getting from one place to another?
4. Use almanacs to find what the main exports are. How are crops brought to market? What transportation system is used to export these crops?
5. Refer to almanacs to find out who the main trading partners are to Honduras.
6. It was estimated that 20 percent of the coffee crop was destroyed by the storm. Ask students to conjecture why this understates the losses. Guide them to reason that when roads and bridges were destroyed, it prevented workers from getting to crops and the crops from getting to market.
7. Ask students how they think the loss of the coffee crops in Honduras affected coffee drinkers around the world. (Immediately coffee prices in the U.S. went up 17%.)
8. Have students read the February 20 associated press report on

tumbling coffee prices. Ask how the fall of the Brazilian currency, the real, affected international coffee prices. Students should surmise that because Brazil is the world's leading coffee producer, this economic turmoil combined with an oversupply of coffee from Brazil and Colombia resulted in lower prices internationally. This was another blow to the Honduran coffee farmers since they earn about $65 for a 100-pound bag now where they were getting $155 last year.

REGION

1. Review the latitude of Honduras and ask students what climatic region Honduras is located in.
2. Have students look at pictures of Honduras and ask what the landform region for Honduras is.
3. Look at the main crops exported to realize what agricultural region Honduras is in.
4. Read the following news release to the class. "In Buenos Aires, a small Honduran community, earthquake tremors have been cracking walls and terrorizing fragile homes already damaged by Mitch." Ask students to examine a plate tectonics diagram to see if Honduras falls in a volcanic/earthquake region.

Assessment

1. Have students fold a piece of white construction paper in half. Instruct them to write "Before Mitch" on one side of the fold and "After Mitch" on the other side. Ask students to reflect what they have learned and draw before and after illustrations. They may include slogans or quotes to make the illustrations more meaningful. Ways World Neighbors are helping Hondurans cope with their problems may be included.
2. Students can write a descriptive paragraph enumerating the effects of Hurricane Mitch on the people and the land in Honduras.

Extension and Enrichment

1. Tell students that they are going to assume the part of World Neighbors program Committee members working in Honduras to show the people how to solve the problems created by the hurricane. Working in small groups, have students choose one or two of the problems and find possible new solutions.
2. Students research Hurricane Hugo and compare the effects of Mitch and Hugo on their respective targets. Provide students with a list of the latitude and longitude coordinates for destructive hurricanes that have occurred in recent years. Have students locate these hurricanes on a blank world outline map.

Teacher Resource List

- Marks, Debbie, "After Mitch," World Neighbors, Winter 1999, pages 6-11.
- Rosenberg, Debra, "Fields of Death," Newsweek, November 16, 1998, pages 50-52.
- World Neighbors, "Snapshots from Honduras," World Neighbors Video, 1999.
- World Neighbors Web Site: http://www.wn.org

Map of Western Hemisphere

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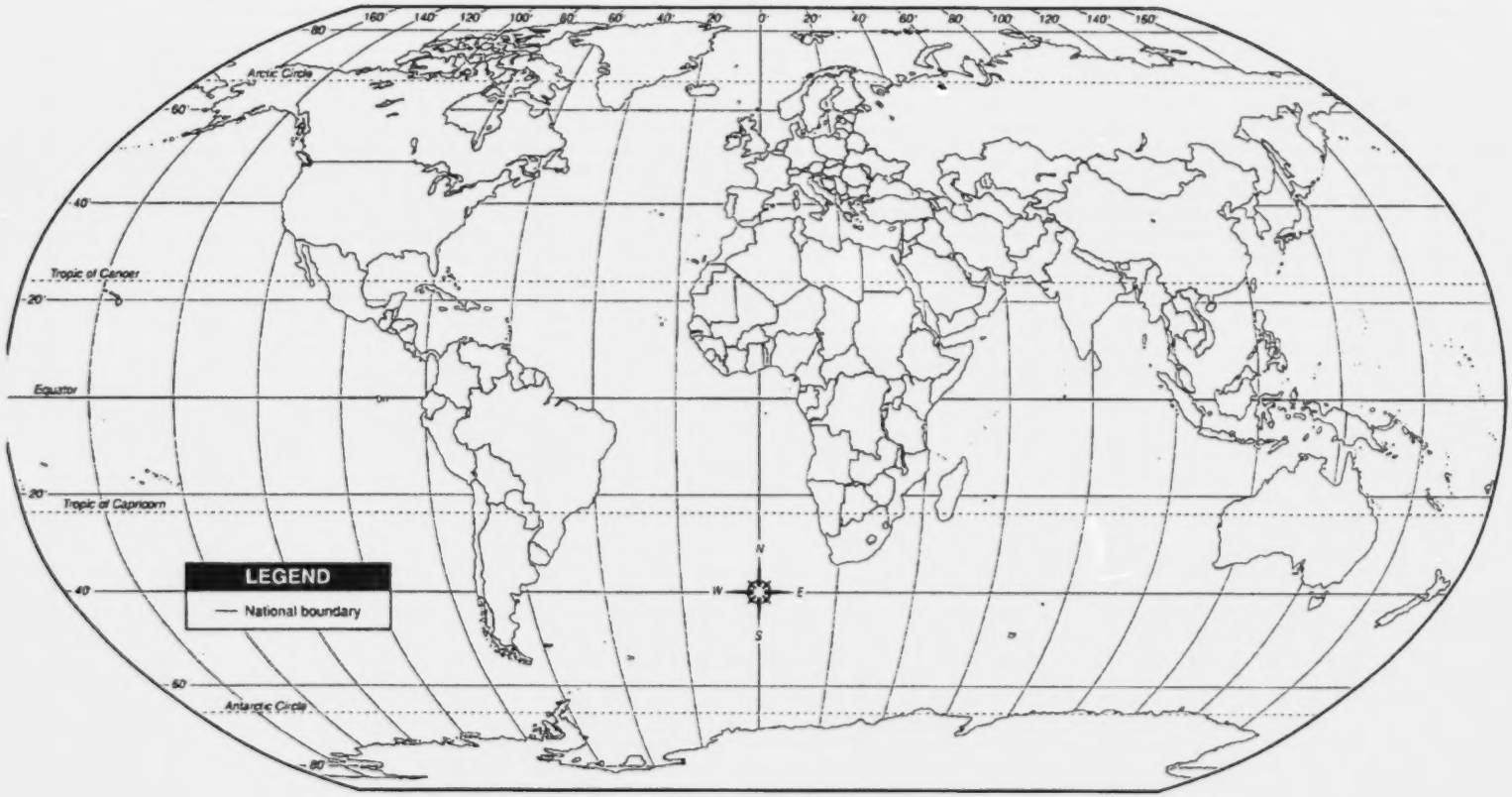
World: Countries



Education Place: http://www.eduplace.com

Map of Latin America

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Map of Honduras

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